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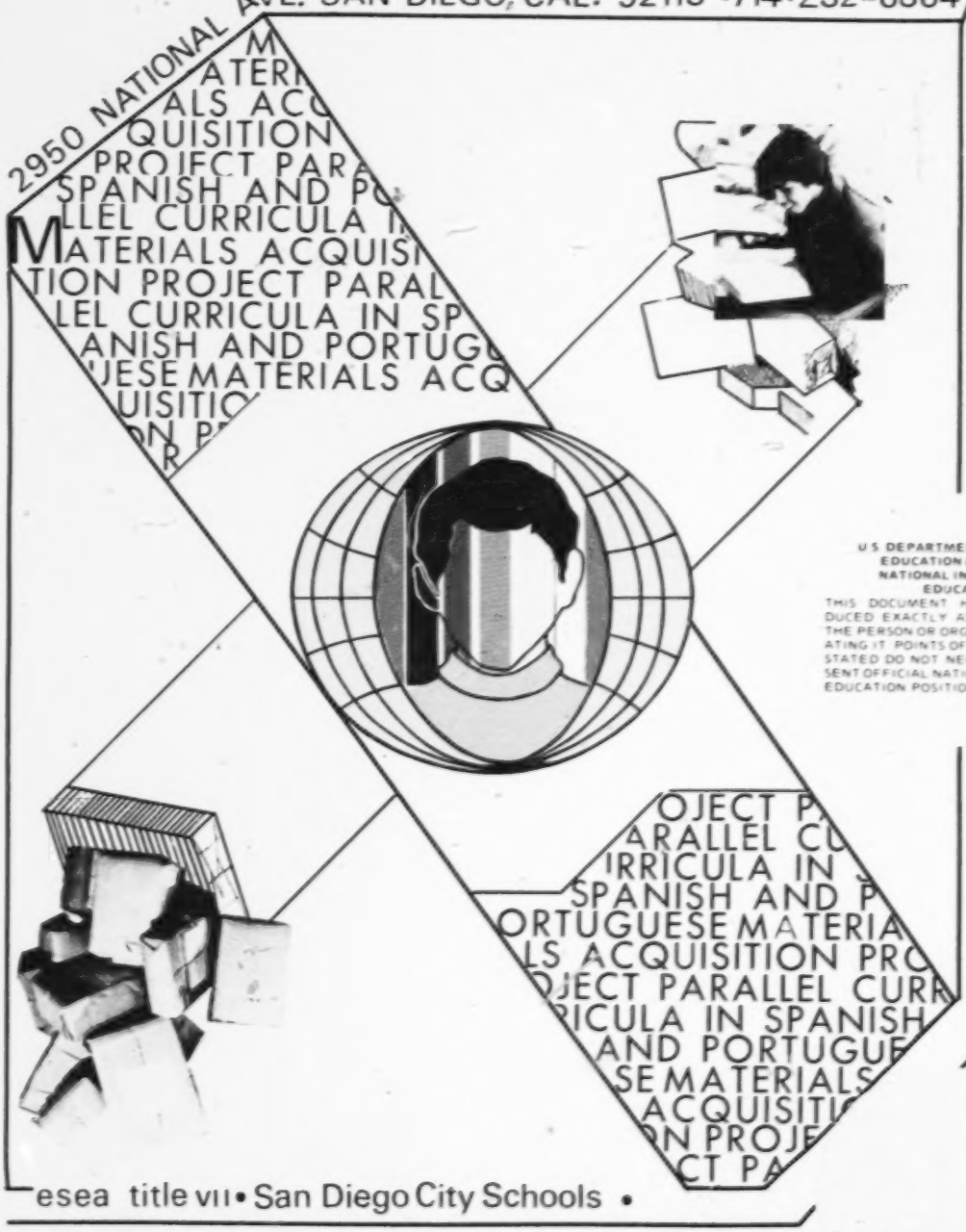
ABSTRACT

This newsletter is designed to promote the concept of bilingual-bicultural education. Included in this issue are articles on "Bilingual Education: Acceptance and Allocation," "A World History Reference," "History Teachers, Take Heart," "Social Studies Materials in Spanish," and "Pride of Aztlan." Articles appear in Spanish and English. Included is a list of suggested U.S. distributors for educational materials in Spanish and Portuguese. (SK)

Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL•

2950 NATIONAL AVE. SAN DIEGO, CAL. 92113 •714•232-6864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A Long Time Ago

A long time ago,
I laughed
With bitter laughter
At the white man's
Not-so-funny wetback jokes.

A long time ago
I withstood much humiliation
Because
I was afraid...
I was hungry....

Now, as the silver in my hair
Acts like a light
Of revelation in my head,
I am no longer afraid.

A new hunger overtakes the old,
A hunger for pride, identity,
Self-determination--

My fears give way to anger, hate!
I stand tall
In spite of my years,
Tall with pride and knowledge
That I know,
That the legacy to my progeny
Will grow and
Live and grow!

And my tears of shame
Will dry
And be replaced
By tears of joy!
Because

My progeny will not have to laugh at
Not-so-funny wetback jokes.
My humiliation
Will be their pride

In being
La Raza Nueva!
Proud!
Unafraid!
Eager!
Capable.

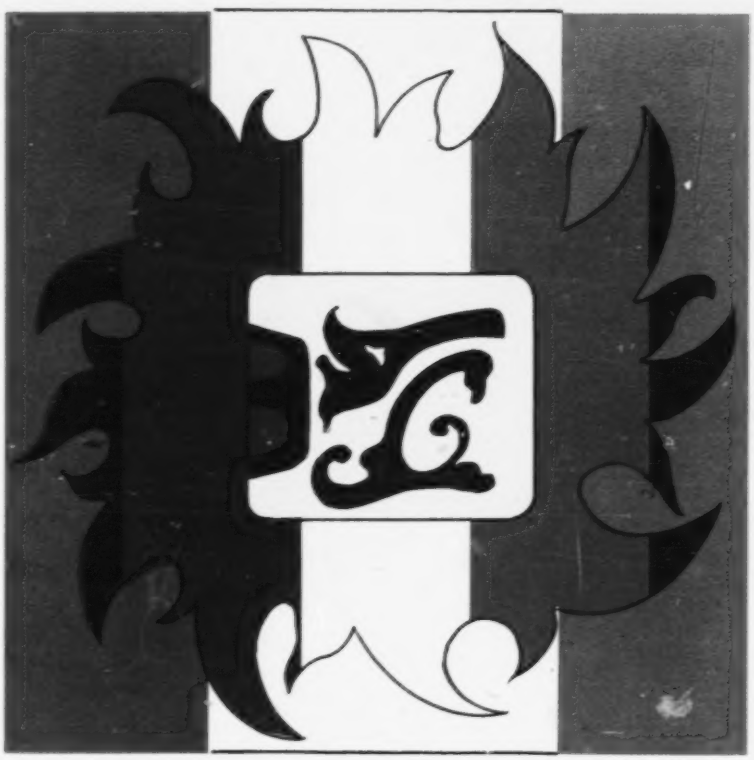
The silver of my hair
Bows...

To the golden vigor
Of their youth--

To the diamond-like brilliance
Of their accomplishments!

Shame no more...
An old indio steps aside
With pleasure.
An old indio
Rests in peace.

Indio, 1972



ED. NOTE: "A Long Time Ago" is the work of one of San Diego's Chicano community leaders. Although it is especially applicable to the Chicano movement, the emotions it expresses are universal.

Materiales en Marcha

Materials Acquisition Project
Parallel Curricula in Spanish and Portuguese
2950 National Avenue
San Diego, California 92113 (714) 232-6864

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About Our Authors

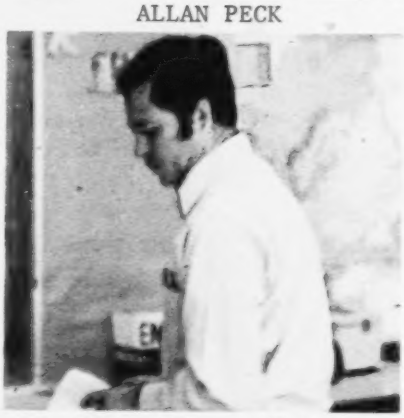
PETE CHACON is Assemblyman from the 79th District to the California Legislature, where he is Chairman of the Urban Development and Housing Committee. Born and brought up in Phoenix, Arizona, he volunteered for service in the Army Air Corps in World War II, after which he attended a technical school in Phoenix and moved to San Diego to do production work in an aircraft factory. San Diego State University awarded him a B.A. and an Elementary Credential in 1953 and an M.A. in School Administration in 1960. His educational experience encompasses positions as a classroom teacher in the Vista, California, Schools; Vice Principal of Matthew Sherman Elementary School, San Diego; and Coordinator of Compensatory Education, San Diego City Schools. He has been a member of the G.I. Forum, the Board of Directors of the Salvation Army, the National Conference of Christians and Jews, the Knights of Columbus, V.F.W., N.A.A.C.P., A.M.V.E.T.S., the California League of Senior Citizens, and Phi Delta Kappa. He and his wife, the former Jean Louise Picone, have four teenage sons.

ALLAN PECK teaches Chicano studies, government, and history at San Diego High School. Born in Cleveland, Ohio, and brought up in Phoenix, Arizona, where he became bilingual, he attended the University of San Francisco, which awarded him a B.A. in Social Studies. He has taught in secondary schools in Stockton, California, and Delano, California, and he was a community organizer with César Chávez while he was working in the latter location. He is a member of the San Diego Teachers' Association. Married and the father of a seven-year-old child, he spends his spare time on hobbies such as hiking, playing the guitar, and swimming.

WILLIAM M. CAÑEDO teaches a fourth-, fifth-, and sixth-grade combination at Logan Elementary School in San Diego Unified School District, emphasizing E.S.L. and bilingual-bicultural studies. Born and brought up in the Logan Heights section of San Diego, he attended San Diego State University, which awarded him a B.A. in Spanish. He is currently working on his M.A. thesis at United States International University. He spends a significant amount of his spare time in political activities in the South Bay area of San Diego County.

PETE CHACON

ALLAN PECK



WILLIAM M. CAÑEDO

Assembly Rules Committee
California Legislature
Resolution

By the Honorable Peter R. Chacón
Seventy-ninth Assembly District

WHEREAS, There are presently many monolingual or partially bilingual children enrolled in the schools of California who do not have dominance in the English language and are unable to function adequately in a classroom geared to English-speaking children; and

WHEREAS, These children are mentally capable of performing good work which is equivalent to work performed by those students who have dominance in the English language; and

WHEREAS, Due to their inability to fully comprehend the English language, many of these children are often placed in classes for slow learners and this prolongs their enrollment in school and causes undue financial hardship on their families; and

WHEREAS, Bilingual education has proven to be successful, by systematically and sequentially teaching English by using the child's primary language, in helping the partial dominant or nondominant in the English language succeed in school; and

WHEREAS, Bilingual education shows promise of helping these children achieve total success in their stays in school; and

WHEREAS, The First Annual International Multilingual Multicultural Conference will be held in San Diego, April 1 through 5; now, therefore, be it

Resolved by the Assembly Rules Committee, That the Assembly designate the week of April 1 through 7 as "California Bilingual Education Week"; and be it further

Resolved, That the Assembly of the State of California extends its most sincere wishes to the participants for a successful and productive conference; and be it further

Resolved, That the Chief Clerk of the Assembly transmit suitably prepared copies of this resolution to the Multilingual Multicultural Conference and its Chairman, Gilbert Martínez.

Resolution No. 140
Approved by the Assembly Rules Committee

CALIFORNIA · STATE · ASSEMBLY

John L. Burton

By John L. Burton
Chairman

Subscribed this 22nd day of March, 1973

Bob Moretti

Bob Moretti
Speaker of the Assembly

Approximately 5,000 Participants Attend International Multilingual Multicultural Conference

With the words of Victor Hugo, "Greater than the tread of mighty armies is an idea whose time has come," Dr. Gilbert T. Martínez closed the First Annual International Multilingual Multicultural Conference at noon on April 5, 1973. It was an appropriate conclusion for a five-day meeting at San Diego's Town & Country Convention Center that attracted an unprecedented number of people from an unprecedented number of places for the purpose of emphasizing the effectiveness of using a pupil's primary language as a medium of learning.

Approximately 5,000 conference participants passed through the convention center foyer to attend six general sessions, more than a score of lectures and panel presentations, and four times that many workshops on a wide spectrum of subjects such as cultural conflicts, needs assessment, early childhood, intelligence quotient, civil rights, teacher training, career education, community involvement, intergroup awareness, student views, transfer vs. maintenance, implications of the California EMR lawsuit, the Ryan Act, teaching reading, curriculum development, the school board role, multimedia systems, alternative and community schools, Montessori's and Piaget's materials and techniques, higher education, Asian-American methodological concerns, multiethnic cooperation, China and the ethnic mix problem, strategy for change to a pluralistic society, a neo-Piagetian-based model for assessment and curriculum, federal legislative funding, teaching Puerto Rican history and culture, the middle school, living Mexican culture in the elementary school through music, materials development, bilingual children's television, cultural relevance, educators' associations, some ramifications of Asian-English language programs.

Also explored in lectures, panels, and workshops were multilingual multicultural experiences in Canada, Florida, Massachusetts, Mexico, the Midwest, New York, and Texas. In addition, bilingual classrooms in the San Diego area were viewed at close range on a one-day schedule of visitations.

A wide variety of entertainment and exhibits attracted the attention of conference participants as well as the other events on the agenda. A folk dance festival and continuous multicultural entertainment were featured in the Atlas Ballroom, main foyer, and poolside Tiki Hut, and approximately 75 commercial, cultural, and educational exhibits from a number of nations and states were found in the lower foyer.

As the last participant left the Town & Country Convention Center, the fate of future International Multilingual Multicultural Conferences was a question mark. One thing was certain, though: the conference just past had successfully united several thousand people of many places and positions in a unique manner that they are not likely to forget for a long time.

CONFERENCE COMMITTEE CHAIRMEN

INFORMATION - INTERPRETING

Educación Bilingüe: Promulgación Y Subvención

Por Pete Chacón

La educación bilingüe es una dirección educativa excitante y llena de promesa. Estoy convencido que promete proveer un medio al través del cual los niños monolingües que no hablan inglés y los niños parcialmente bilingües podrán lograr los beneficios totales de sus esfuerzos escolares. La educación bilingüe ha empezado a ser aceptada como un método legítimo de enseñanza para los niños que no dominan el inglés.

La ley estatal AB 2284, que fue presentada por mí ante la Asamblea del Estado y que pasó y fue firmada por el gobernador, adjudica $5 millones a los distritos escolares del estado para el establecimiento y mantenimiento de programas bilingües. Los fondos que AB 2284 adjudica son módicos en términos de las necesidades del estado por lo que se refiere a programas bilingües, pero AB 2284 realiza otras cosas de inmensurable importancia. Con la promulgación de la ley AB 2284 el Estado de California reconoce a la educación bilingüe como parte del currículo de sus escuelas públicas. Ademas, el estado reconoce que se necesitan maestras y maestros bilingües competentes y acepta el deber de hacer recomendaciones para que se otorguen credenciales para maestros bilingües.

La Escasez De Maestras Y Maestros

La ley AB 2284 reconoce la escasez de maestras y maestros competentes en la rama de educación bilingüe, provee fondos para entrenamiento en métodos de la enseñanza bilingüe y permite que los ayudantes bilingües trabajen provisionalmente en categoría de maestros. Esto sólamente cuando no se disponga de maestros bilingües con credenciales y cuando los ayudantes demuestren conocimiento de métodos y técnica de enseñanza y habilidad para usarlos.

La ley AB 2284 tiene otros aspectos provechosos. Sin embargo, recordemos que dicha ley requiere una sola adjucación de fondos; los demás fondos que se necesitan tendrán que ser provistos por decretos adicionales. Para que sobreviva la educación bilingüe después de su primera prueba, todos tendremos que trabajar con ahinco. Es esencial que los programas bilingües que operarán bajo la ley AB 2284 y bajo el Título VII sean manejados eficazmente y que logren el éxito. El futuro de la educación bilingüe está en las manos de los que harán uso de fondos bajo AB 2284 o bajo el Título VII en 1973 y 1974.

Un Acontecimiento Culminante

La ley AB 2284 ha sido un acontecimiento culminante en la historia de la legislación referente a la educación bilingüe; pero esta ley no debe ser ni será la última de su índole. Este año presentaré dos más proyectos de ley. El primero de estos será una enmienda a la ley AB 2284 que requerirá que las escuelas que han recibido otorgamien-

tos bajo el Título VII y que a la vez reciban fondos bajo AB 2284 sometan sus programas de Título VII a la evaluación del Departamento de Educación del Estado así como tienen que someter los programas de AB 2284. Esto proveerá una manera de coordinar los programas bilingües federales con los estatales. La enmienda es esencial puesto que eliminará la posibilidad de que haya duplicación o conflicto entre las dos categorías de programas.

Mi segundo proyecto de ley será uno que presenté por primera vez en 1972 y que recibió el veto del gobernador ese año, el AB 2285. Este proyecto de ley es importante porque requiere que cada escuela dé empleo a una persona que hable el idioma de cada conjunto linguístico de estudiantes que forme un 15 por ciento o más de su población estudiantil y consista de estudiantes con dominio limitado del inglés.

Esta persona estará encargada de establecer y mantener comunicaciones con los padres de estos estudiantes. Este nuevo puesto es indispensable tanto que provee la manera para que los padres que no hablan inglés puedan comunicarse con el personal de la escuela en que sus hijos estan matriculados.

Para terminar quiero expresar mi más sincero deseo que la Conferencia Internacional Multilingüe Multicultural por verificarse del 1 al 5 de abril alcance el éxito y sea productiva y quiero expresar mi confianza en sus participantes. En sus manos, en gran parte, queda el futuro de la educación bilingüe en California.

Bilingual Education: Acceptance And Allocation

By Pete Chacón

Bilingual education is a most exciting and promising trend in education. I am convinced that it promises to provide a means by which the monolingual non-English-speaking or partially bilingual children can reap the full benefits of their scholastic careers. Bilingual education is now beginning to be accepted as a legitimate method for teaching children who do not have a dominance over the English language.

Assembly Bill 2284, which I introduced and which was signed by the Governor, appropriates $5 million to school districts for the establishment and maintenance of bilingual programs. The funds which AB 2284 allocates are nominal in terms of the State's total need of bilingual programs, but AB 2284 does other things of immeasurable importance. With the signing of AB 2284 the State of California acknowledged bilingual education as a part of the curriculum of its public schools. Furthermore, the State recognized the need for qualified bilingual teachers and accepted the responsibility of making recommendations for the issuance of Bilingual Teacher Credentials.

Recognition Of Shortage

Assembly Bill 2284 recognizes a shortage of qualified bilingual teachers, provides funds for in-service training in bilingual teaching methods, and provides for the temporary upgrading of bilingual teacher aides to teacher status. This would only be done in cases where there are no credentialed bilingual teachers available and the teacher aides demonstrate the ability and knowledge of teaching methods and techniques.

Assembly Bill 2284 has other valuable points in it. However, let us remember that AB 2284 is a onetime allocation of funds; other funds will have to be derived from additional legislation. If bilingual education is to survive its first major test, we must all work very hard. It is critical that the bilingual programs instituted under AB 2284 or Title VII be managed effectively and that they prove to be successful. The future of bilingual education in the State rests in the hands of the people who employ AB 2284 or Title VII funds in 1973 and 1974.

Legislative Landmark

Assembly Bill 2284 was a landmark in bilingual education legislation, but legislation cannot and will not stop there. This year I will introduce two other pieces of legislation. My first measure will be an amendment to AB 2284 which will require schools who have Title VII grants and receive AB 2284 grants to subject their Title VII programs to evaluation by the State Department of Education in the same manner that AB 2284 programs will be evaluated. The intent of this amendment is to provide coordination between the two programs. The amendment is essential in that it will eliminate the possibility of duplication and conflicts between the two programs.

My second measure will be the re-introduction of AB 2285, which I introduced in 1972. This bill, which was vetoed by the Governor last year, is important because it requires schools which have a student population of 15 percent or more who are not fluent in English to hire a person who is fluent in the language of these children. This individual would be responsible for establishing and maintaining communications with the parents of these children. This new position is essential in that it provides a channel by which non-English-speaking parents can communicate with the school where their children are enrolled.

In closing, let me express my most sincere desire that the International Multilingual Multicultural Conference on April 1 through 5 will be most productive and successful, and express my confidence in the participants. In your hands, to a large extent, lies the future of bilingual education in California.

A World History Reference

By William M. Cañedo

MAP's collection contains excellent reference materials in addition to outstanding texts, and one of the most helpful materials in the area of world history is El Hombre y Su Historia, Historia Universal, 6° Grado (Caracas: Co-Bo, 1971) by A. Merino H. ($4.50). I would recommend this book as a reference text and not as a classroom text due to the level of Spanish used and general difficulty of the reading matter. The sentences and paragraphs are rather lengthy and cumbersome.

The text is arranged in edades such as: Edad Anti-

gua (from the beginning to the fifth century A.D.); Edad Media (fifth to 15th century; Edad Moderna (16th to 18th century; and Edad Contemporánea (19th to 20th century, 1949). Each edad is divided into épocas, and these in turn are subdivided into unidades. A total of 17 unidades are presented in this text. For example:

Edad Moderna

Siglos XVI a XVIII

Primera Epoca: Expansión del Oeste Europeo

11. Unidad: El Renacimiento (Siglos XV a XVIII)
El Mundo Se Ensancha (Siglos XV y XVI)
La Civilización Europea Cruza los Mares (Siglos XVI y XVII)

Segunda Epoca: Religión y Política de Estado

12. Unidad: División del Cristianismo (Siglo XVI)
Guerras Político-Religiosas (Siglos XVI y XVII)

Each unidad has a number of suggestions for the teacher and student in reference to projects and investigations dealing with this unidad. In addition, questions concerning the unidad are presented at the end of each unit.

El Hombre y Su Historia is in very good paperback form with many colorful drawings and pictures separating paragraphs. Each page contains two columns with pretty small print. The illustrations can be converted into attractive visual aids by means of an overhead projector.

Although the book is written for sixth-grade students in Venezuela, I found it to be much too difficult for upper elementary or even secondary students due to the level of Spanish used (vocabulary, grammatical constructions, concepts, etc.). As I said at the start of this article, however, it is an excellent reference for every level, from upper elementary through secondary to higher education. Its structure is well-suited to step-by-step, systematic bilingual instruction in world history.

More Recommended Materials

Espríu Gumi, Mercedes
Geografía e Historia
Salamanca: Anaya, 1970
237pp. col. illus.
$2.50 approx.

Guía de Estudio de Historia Universal, 6° Grado
Caracas: Co-Bo, n.d.
99pp. col. illus.
$3.00 approx.

Merino Hernández, Antonio
El Hombre y Su Historia
Caracas: Co-Bo, 1967
222pp. col. illus.
$5.50 approx.

Mudarra, Miguel Angel
Historia Universal, 6° Grado
Caracas: Kapelusz, 1970
355pp. col. illus.
$5.50 approx.

History Teachers, Take Heart

By Allan Peck

Did you hear the one about the mouse and her little one who were racing toward their hole in the wall and safety with a big hungry cat on their tail? When the cat was drawing dangerously close, the mouse stopped and confronted the cat and in a deep voice went, "Bow wow, bow wow!" The cat turned and ran off. With that the mouse said to her little one, "See, my child, it is good to know a second language."

For those of us who are involved in bilingual education a second language is a blessing if you have one and a curse if you don't. The same is true of good texts for bilingual courses. Good texts in Spanish are hard to find, even more so if you teach United States history in Spanish. A good U.S. history text in Spanish is like hen's teeth. They're just hard to find.

Well, all you 10th-grade teachers of U.S. history, take heart! Your search may be at an end. I have come across a text that merits your attention. And I am sure your students will greet this one enthusiastically. It is Historia de los Estados Unidos de América (Puerto Rico: Departamento de Instrucción Pública, 1968). Its price is $2.50.

Intriguing Treatment

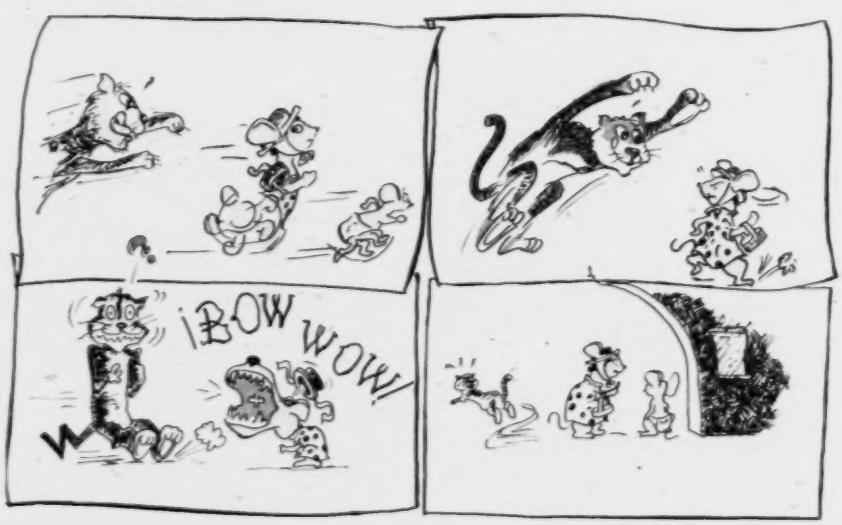
What is intriguing about the book is that it doesn't grind out page upon page of fact, boring the student to death and scaring him off before he even starts. In fact, the book has only 173 pages in all, which include two pages of very helpful bibliography and a bonus copy of the United States Constitution, minus the four latest amendments.

A second language: a blessing if you have one and a curse if you don't.

Its unique and most appealing feature is that it is thematic. Following more up-to-date approaches to history, it is divided into five main units: colonial, revolutionary, democracy, social problems, and foreign policy.

What is so outstanding is that each unit contains a series of readings two to five pages in length. The readings themselves are either primary sources or commentaries on people and events more noteworthy in U.S. history. They are each aimed at getting behind fact to causes and concepts. For this reason the book would lend itself quite naturally to the inquiry approach and to discussion in the class.

Another good point is that



"See, my child, it is good to know a second language."

the conceptual focus of the readings is not limited to any one particular period nor even to just United States history. The concepts are broad enough to allow student and teacher alike to trace them throughout history and among nations.

Average Spanish

In case you are wondering, the Spanish in this book is about average. It is definitely not the mile-long, hard-to-pronounce type that is found in many history texts in Spanish. Even the native speaker can read this one.

To give you a little better idea of what each unit contains, let's take a brief look at all of them. The first unit, on the colonial period, traces the transformation of the 13 English colonies from a traditional, European-style society to an independent, purely North American one. The resulting society was due to the interplay of the peculiar way of understanding the concepts of liberty and authority by "Mother" England and the colonists' adjustment to a new cultural and physical environment.

The second unit studies the idea of independence by looking at the current 18th-century philosophy. It compares and contrasts the theories of Hobbes, Locke, Rousseau, and Franklin. It then treats of the tremendous problems that faced the new nation as seen by the struggle with the Articles of Confederation and the adoption of a new Constitution.

Even the native speaker can read this one.

Student Judgment

The theme of democracy is examined in the third unit. Here Jefferson and Jackson are the center of attention. The student will judge for himself about the contributions and enrichment each man made to the concept of democracy. This examination will be further highlighted by the awful fact of the Civil War. Was this war the triumph or downfall of democracy? A good question. You can see why the book is fascinating.

The fourth unit covers social problems and changes in the American society. Urbanization, industrialization, the Golden Age, the Great Depression, the New Deal, Good Neighbor policies are all part of the picture. Running throughout is the theme of the fair and equitable distribution of wealth.

The final unit of foreign policy traces the seesaw fluctuations of American dealings with other nations right from the beginning down to the present day. The consistencies and inconsistencies in principal and practice of a nation that teeters between total isolation and armed intervention make for interesting study. This is what you can look forward to. And I am sure the students will be able to respond to such invigorating ideas.

Some Shortcomings

I know you're thinking at this point, "Okay, what's the catch? Don't tell me this book is all that great." Well, it does have some shortcomings. The greatest drawback is, perhaps, that it is totally lacking in questions and commentary on the readings. Thus the teacher is going to have to develop some of his own to guide the student in what could otherwise be chaos. The 17 pages of maps and graphs which are scattered throughout the book are good enough. But that's the trouble; there just are not enough of them. There are few pictures, all of them black-and-white. The paragraphs tend to be too long at times and the print on the small side, all of which makes for a colorless book with just a fair format. It could really use some life and pazzaz.

Appealing And Attractive

But for all its shortcomings its binding and pages are good. And above all, the short readings and conceptual approach have a lot to say for themselves. In fact, these in themselves redeem the so-called bad points and should make the book more appealing and attractive to the student.

Even the teacher who prefers a more factual approach to history could use this text as a reference and discussion aid. It is an outstanding book. And, at the risk of being quaint, let me say, "Every 10th-grade teacher of U.S. history involved in bilingual education should have one." Don't let the cat catch you unprepared.

Don't let the cat catch you unprepared.

Field-Testing Favorites

Feedback From Field-Testing Sites: Social Studies Materials In Spanish

By Helen E. Díaz

Varied reactions to Spanish language social studies books have been received from field-testing sites. Most returns indicate need for materials that enhance the cultural background of the Spanish-speaking students in the bilingual classes and those with more substance as to the historical process and general information. Since the materials being utilized were developed for students in Spanish-speaking countries, there are often found religious and nationalistic references and units of study. In such cases the books may require teacher use only or limited student use.

LA NATURALEZA Y LOS HOMBRES (DYA BASICA) MADRID: (MAGISTERIO ESPAÑOL, 1971) BY C. MARIN R., A. TORO G., AND R. MONTES Z. (APPROXIMATELY $5.00). First, second, and third levels were used in Northern California classrooms where half of the students are English-dominant and half are Spanish-dominant or Spanish-surnamed. Student reaction to level 1 was excellent. Teachers read those pages which related to social studies objectives.

MUNDO Y VIDA-2, 3, 4 (MADRID: MAGISTERIO ESPAÑOL, N.D.) (APPROXIMATELY $3.00 WORKBOOK ((3)), $3.00 TEXT). Teachers using levels 2 and 3 reported fair reaction by the students. These were used primarily as reference books, as printed language was too difficult for student use. Teachers read text to students and explained the content. Good to excellent physical characteristics were noted. Book 3 was considered an excellent reference book for the teacher. Book 4 was used in the class of a native Spanish-speaking teacher. Student reaction was good. Good to excellent physical characteristics were reported. Most portions of the book could be utilized very effectively. Use as reference book or supplementary text was recommended.

Books of level 2 and 3 were used with third graders. Student reaction was average. Language became more difficult, and moderate language knowledge was deemed necessary for utilization. Teachers could use about half of the material. The books could be used as basic, supplementary, or reference texts. Physical characteristics in all

three levels were indicated as very effective. Overall evaluation: moderately effective.

LA VIDA DEL HOMBRE, AREA SOCIAL (MADRID: ANAYA, 1971) (APPROXIMATELY $2.00 WORKBOOK, $1.00 TEACHER GUIDE, $1.00 EVALUATION WORKSHEETS, $2.25 INDIVIDUALIZED WORKSHEETS). Libro 1 was used as a reference by teachers to prepare student lessons for first graders. The book gives too many directions on one page. Teachers provided lessons using illustrations from the book, but one direction per page of dittoed materials for student independent work. Religious and nationalistic reference was noted. There was a comment that Women's Libbers might object to the portrayal of woman's role in the home. Overall evaluation: moderately effective.

However, it was suggested that this text would be best used as a teacher reference or used with students who could read Spanish and work independently. Religion is stressed in some sections. Overall evaluation: moderately effective.

Libro 1 and Libro 3 were used with third-grade students also. The teachers report some biases, but "nothing out of the way." Reaction by students to Libro 1 was good. It could be used as a text or reference book. Excellent physical qualities were reported. Libro 3 was considered too difficult for student use. No comment was made regarding overall effectiveness.

COSMOS, AREA SOCIAL Y NATURAL (GENERAL BASICA) (MADRID: ANAYA) (APPROXIMATELY $3.00 WORKBOOK, $2.25 TEACHER GUIDE). Books 1°, 2°, and 3° were evaluated with comments of good physical characteristics and use as classroom texts by students or reference text by teacher. Book 1 requires some knowledge of Spanish by the students; Book 2, some moderate knowledge; but Book 3 was found to be too difficult for student use.

CONOCIENDO A BORINQUEN (MEXICO: CULTURAL, 1969) BY AURELIO PEREZ MARTINEZ WITH DELIA DIAZ DE VILLAR (APPROXIMATELY $3.15). Field-testing response from a New York City elementary school gives this text an excellent rating. This book was used by teachers in preparing lessons on the history of Puerto Rico for first-, second-, and third-grade classes. Field-testing responses to use of this text at upper grades and secondary classes are yet to be received.

LA CONQUISTA DE MEXICO (BARCELONA: TEIDE, 1970) (APPROXIMATELY $5.00). This text has been evaluated regarding its value in two Berkeley, California, junior high schools (grades 7, 8, 9) and a junior high (grades 7, 8, 9) in San Diego, California. Comments from Berkeley indicate good to average student response, very effective physical qualities, and use of the book as a reference or supplementary text. Chicano students in these classes wanted to know more about Toltec-Mixteca-Azteca-Maya culture. Interest by students diminished when such information was lacking. Illustrations in the book need improvement. The students in San Diego responded very favorable to the text. Content reinforced earlier learning. Students with moderate knowledge of Spanish could handle the language used. Overall evaluation here was very effective use. It was recommended that the book be used as a basic text or a supplement to a text. The book could also be used as a source in writing a quarter or unit course on the conquest of México.

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Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

American Association of Colleges
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Orgullo de Aztlán/Pride of Aztlán (Cuauhtemoc 431, Guadalajara, Jalisco, México: Vera Printing, 1972) por Esther R. Pérez y James y Nina Kallas, ilustrado por Roberto Fregoso Ortíz ($3.95), es un texto verdaderamente bilingüe adquirido recientemente por MAP. Presenta el panorama de la historia de México con el Aztlán de hoy en día como punto de referencia y está dividido en tres partes con 89 páginas en español, una sección paralela en inglés, y una sección en medio de 34 páginas de ilustraciones con títulos en español e inglés.

Incluye viñetas que trazan la migración de los primeros habitantes de Aztlán a México, que describen el ambiente cultural azteca, la Conquista, los contribuciones de los aztecas al mundo, la Revolución (poniendo énfasis en los acontecimientos famosos,) y que presentan reflexiones sobre el Aztlán de hoy.

Recomendamos el libro para que se use como texto o como libro de consulta en escuelas secundarias y universitarias. Si se usa como texto será necesario usar también otros libros y materiales para lecciones y investigaciones. Orgullo de Aztlán lo vende Esther R. Pérez, 1353 San Juan, San José, California 95110.

"Orgullo De Aztlán"

Por Helen E. Díaz

"Pride Of Aztlán"

By Helen E. Díaz

Orgullo de Aztlán/Pride of Aztlán (Cuauhtemoc 431, Guadalajara, Jalisco, México: Vera Printing, 1972) by Esther R. Pérez with James and Nina Kallas, illustrated by Roberto Fregoso Ortíz ($3.95), is a truly bilingual text recently acquired by MAP. A survey of Mexican history with a point of reference to Aztlán today, it is divided into three sections with 89 pages of Spanish content, a parallel section in English, and a midsection of 34 pages of illustrations with captions in Spanish and English.

Vignettes tracing the migration of early inhabitants of Aztlán into México, cultural background of the Aztecs, the Conquest, Aztec contributions to the world, revolution highlighting famous events, and some thoughts on Aztlán today are included. The book is recommended as a text or reference book in secondary schools or college. If used as a text there is need for adding other accompanying materials for supplementary lessons and research activities. Orgullo de Aztlán can be purchased from: Esther R. Pérez, 1353 San Juan, San José, California 95110.

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